

# **INSPECTION REPORT**

## **OLD BASFORD PRIMARY AND NURSERY SCHOOL**

Location: Old Basford

LEA area: City of Nottingham

Unique reference number: 122475

Headteacher: Mr J Price

Reporting inspector: M J Weaver  
9352

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> November 2002

Inspection number: 252069

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Percy Street  
Old Basford  
Nottingham

Postcode: NG6 0GF

Telephone number: 0115 9785505

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Appropriate authority: The governing body

Name of chair of governors: Mr Ian Taylor

Date of previous inspection: March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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9352	Mr M J Weaver	Registered inspector		The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
13746	Mr D Russell	Lay inspector		Pupils' welfare, health and safety Partnership with parents and the community
12301	Mrs J Boden	Team inspector	Science Design and technology Educational inclusion	
23026	Mrs M Mullan	Team inspector	English English as an additional language Art and design	Pupils' attitudes, behaviour and personal development
4099	Mr R Braithwaite	Team inspector	Geography History Physical education	The quality and range of learning opportunities
20326	Mr P Clarke	Team inspector	Provision for pupils with special educational needs Mathematics Information and communication technology	
31862	Mrs J Coop	Team inspector	Aspects of education for children in the Foundation stage Music Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the Old Basford community in Nottingham. The school population is mostly white British, with 41 pupils of minority ethnic origin who speak English as an additional language, although none are at an early stage of English acquisition. The school is bigger than most primary schools, having 318 boys and girls on roll. A further 80 boys and girls attend part time in the nursery. The number of pupils on the special educational needs list is above the national average and covers a range of needs including specific learning difficulties, autism and physical difficulties; three pupils have a statement of special educational need. Ninety-six pupils are eligible for free school meals, which is above the national average. Pupils enter the reception class with levels of attainment that are generally below average, with low attainment in their speaking skills.

### **HOW GOOD THE SCHOOL IS**

This is an effective school which fulfils most of its aims well. Strengths in the education provided include the work of the joint nursery and reception class and the provision for pupils with special educational needs. Junior pupils receive good teaching, make good progress in their learning and achieve standards of education that are broadly in line with the national average by the time they leave Year 6. The leadership and management of the school are satisfactory and give a generally clear educational direction, but there are a number of weaknesses that prevent younger and more-able pupils from making the progress of which they are capable. The school gives satisfactory value for money.

#### **What the school does well**

- Teaching and learning is very good in the foundation stage and good in junior classes.
- Pupils with special educational needs make very good progress.
- Pupils' singing is above average in junior classes.
- The school makes very good provision for pupils' moral and social development, which are major strengths.
- Procedures for monitoring and improving attendance and behaviour are very good.

#### **What could be improved**

- Standards in infant classes
- Standards in design and technology in junior classes
- The level of challenge for more-able pupils
- The role of senior staff and subject co-ordinators in monitoring the quality of pupils' learning
- The transition of younger reception pupils into Year 1
- The involvement of the governing body in charting the direction of the school

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1998. Since then it has successfully tackled two of the five key issues identified, relating to the introduction of the literacy strategy and the provision for pupils' cultural development. Satisfactory progress has been made in two other issues for developing pupils' confidence and introducing more formal methods for the governing body's review of the school. However, it has yet to achieve the other key issues: to successfully develop planned opportunities for extending pupils' speaking skills across all subjects and to encourage pupils' independent learning through planned curriculum and assessment activities. Teaching and learning in the foundation stage

continues to be a strength of the school. Standards have risen in English, mathematics and science by the end of Year 6. Standards are not high enough in the infant classes because pupils do not make sufficient progress in many subjects. Overall, the school has made satisfactory progress since the last inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	C	B
mathematics	E	E	C	A
science	E	E	C	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Pupils achieved standards at the end of Year 6 that were in line with the national average in 2002. This demonstrates a major improvement in mathematics and science over the previous two years and satisfactory progress in English. When compared to similar schools pupils achieved standards that are above average in English, and well above in mathematics and science. The overall trend of improvement is broadly in line with that found nationally. By the end of Year 6 pupils attain expected standards in all other subjects including religious education, apart from design and technology where standards are below average. Pupils attain good standards in singing.

Although children in the foundation stage make good progress, the majority do not achieve the expected standards in personal, social and emotional development or communication, language and literacy by the time they enter Year 1. This is partly because the school is restricted in its accommodation for enabling the summer-born children to be admitted to the full time reception class other than on a statutory basis when they are five.

Pupils achieved average standards in writing at the end of Year 2. Current pupils, however, achieve standards that are below average in all aspects of English and mathematics. Standards in science are well below average where progress is unsatisfactory because teachers' expectations are too low. When compared to similar schools, standards were above average in writing but below average in both reading and mathematics.

Inspection findings confirm the average standards reached in Year 6 in English, mathematics and science. Throughout the school, pupils with special educational needs are very well supported and make very good progress towards their individual targets. Targets for 2003 in English and mathematics are realistic.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, concentrate well and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous. The school is a very orderly community.
Personal development and relationships	Good overall. Relationships throughout the school are very good, as is pupils' respect for the feelings and beliefs of others. Too few planned opportunities are provided, though, for pupils to find out things for themselves.
Attendance	Attendance is below the national average as a significant number of families take holidays in term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	satisfactory	good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall, enabling pupils, including those of minority ethnic origin, to make good progress in their learning by the time they leave school at 11. This reflects the findings of the last inspection. More challenge is required, however, for more-able pupils in infant and junior classes. Pupils with special educational needs make very good progress as a result of the effective teaching and support they receive. Teaching for children in the foundation stage is very good, enabling most pupils to make good and some very good progress. Literacy is taught satisfactorily across the curriculum but more needs to be done to improve pupils' speaking skills. Numeracy is taught effectively and many subjects support pupils' mathematical development. In the unsatisfactory lessons, too little challenge was provided to enable pupils to make sound progress in learning. Teaching is unsatisfactory in science where teachers do not take account of what pupils have already done and the work set is insufficiently stretching.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The planned curriculum is broad and balanced. Pupils have insufficient opportunities for investigation in science and design and technology. There is not enough challenge for more-able pupils. The foundation stage curriculum is very good with many strengths.
Provision for pupils with special educational needs	Very good. The co-ordinator provides good leadership that enables pupils to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision is very good for pupils' moral and social development and good for their cultural development. Pupils' spiritual development is only satisfactory because of lack of sufficient planned opportunities for reflection.
How well the school cares for its pupils	This is a very caring school. Very good procedures are in place for child protection and for their health and safety. Whilst the majority of pupils make good progress, they could achieve more if teachers were to use assessment information more effectively.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides clear educational direction and is supported well by the hard working senior managers and staff. The role of most managers in monitoring the quality of learning, however, is unsatisfactory.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school and take their role seriously. They are involved in developing school planning and ensure that the school compares its performance with others, but they are not sufficiently aware of the school's weaknesses.
The school's evaluation of its performance	Unsatisfactory. The school plans well to develop its areas of strength but does not do enough to ensure consistent progress in pupils' learning.
The strategic use of resources	Very good. Specific grants and other funding are used very effectively, particularly for pupils with special educational needs. The school pursues 'best value' in comparing its performance and competing and consulting with external agencies, but pupils' learning is not challenged with sufficient rigour.

There is adequate staffing to deliver the curriculum, with a very good number of classroom assistants throughout the school. Learning resources are satisfactory and the accommodation has many strengths both indoors and outdoors.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The good teaching</li><li>• Their children enjoy school.</li><li>• Behaviour is good.</li><li>• The caring leadership and management</li><li>• Children are expected to work hard.</li><li>• Their children are helped to become mature citizens.</li><li>• They feel comfortable in approaching staff.</li></ul>	<ul style="list-style-type: none"><li>• Very few concerns were raised by parents, the more evident being the range of after-school activities and the homework provided.</li></ul>

Inspectors agree with most of the positive comments about the school; teaching is satisfactory in the infants. Of the few concerns raised by parents, the range of after-school clubs is satisfactory for juniors but more could be provided for infants. Homework provision is satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children enter the nursery with levels of achievement that are well below what is expected nationally. Older children start the foundation stage in the reception classes, but younger, summer-born children do not receive full-time education before entering Year 1. By the time children start their statutory full-time education in Year 1, they achieve the expectations for their age in creative development, physical development and knowledge and understanding of the world. Although many children reach the expected level in communication, language and literacy, personal, social and emotional development and mathematical development, standards are below the levels expected for their age.
2. Since the last inspection, there has been a steady improvement in standards in junior classes, although it was not until this year that the school achieved average standards in English, mathematics and science in the national tests at the end of Year 6. The proportion of pupils attaining the higher Level 5 was average in English and mathematics, but above average in science. There has been a continuing improvement in English and mathematics as a result of good teaching in junior classes. In science, standards have risen as a result of pupils' being taught knowledge about science effectively. Comparison with similar schools indicates that pupils achieve standards that are above average in English, and well above in mathematics and science.
3. The results obtained by pupils at the end of Year 2 in the 2002 national tests and assessments were well below average in reading and mathematics, average in writing, but well below average in science. This represents an improvement in reading and writing and mathematics and shows that the downward trend has been arrested. This has been as a direct result of the introduction of single-age classes in Years 1 and 2 and the introduction of learning assistants in literacy and numeracy lessons. The number of pupils achieving the higher Level 3 was in line in writing, but below average in reading and mathematics. Pupils' attainment in science, however, continues to be well below average. When compared to similar schools, pupils achieved standards that were above average in writing, below average in reading and mathematics but well below average in teacher assessment in science; the number of pupils achieving the higher Level 3 was average in reading, writing and mathematics.
4. Inspection findings show that pupils' attainment is below average in reading, writing, mathematics and well below in science in Years 1 and 2. Discrepancy with national results in writing is due to the excessive use of worksheets that restricts pupils' opportunities to develop their writing skills. Standards are in line with the average in English, mathematics and science at the end of Year 6, but pupils do not achieve the expected standard in scientific enquiry as teachers do not give enough time to enable pupils to plan their own investigations, resulting in insufficient progress being made. No significant difference is evident in the attainment of boys and girls, showing that the earlier mismatch in their attainment has been smoothed out.
5. Children of all abilities in the foundation stage are very well supported by the teacher and classroom assistant and most children make at least good progress throughout their time in the foundation stage. Pupils make broadly satisfactory progress in the infants, but teaching does not build effectively on pupils' prior learning and the good rate of progress in the foundation stage is slowed, particularly for higher-attaining pupils. This is as a result of teachers' not using

assessment information well in planning their lessons and subsequently not pitching the work at a sufficiently high level.

6. Pupils make steady progress throughout the juniors, enabling them to achieve average results by the end of Year 6 in English, mathematics and science. This is because teachers have higher expectations and teach basic skills more effectively. More could be achieved though if the higher-attaining pupils were more effectively challenged. Pupils do not develop rapidly enough in their oral skills and this holds them back in many areas of the curriculum as many pupils give single word answers to the teachers' questions. On many occasions, teachers miss opportunities for pupils to extend their speaking skills in giving reasoned replies in many subjects. Overall, though, no significant difference is evident in the learning and progress of pupils of minority ethnic origin, who make satisfactory progress.
7. In mathematics, pupils in infant classes make broadly satisfactory progress, although teachers do not have high enough expectations, particularly for more-able pupils, who sometimes underachieve in relation to their prior levels of learning. Pupils in junior classes make good progress as a result of good teaching. Teachers are well versed in teaching basic skills in junior classes and enable pupils to acquire good skills development in mathematics. The teaching of numeracy skills across the curriculum is good and the use of number and data handling supports pupils' overall progress well. In science, pupils make unsatisfactory progress in infant classes where their prior learning is not built on satisfactorily. This is particularly as a result of too much dependence upon the use of prescriptive worksheets that do not give pupils the opportunity to put forward their own ideas or develop their understanding. This limits their development, particularly for higher-attaining pupils. Pupils' progress in developing scientific skills remains unsatisfactory. While pupils have the knowledge necessary to enable them to answer the questions set in the national tests at the end of Year 6, they cannot plan their own investigations to find things out for themselves, having received too few opportunities to develop the necessary skills.
8. At the end of Year 2, pupils achieve standards that are in line with national expectation in art and design, information and communication technology, religious education, music and physical education, where prior learning is built upon satisfactorily. Pupils achieve standards that are below national expectation, however, in design and technology, geography and history and make unsatisfactory progress in these subjects because teachers do not develop pupils' knowledge, understanding or skills systematically. By the end of Year 6, standards are average in all subjects except for design and technology which is below expectation and in music where standards in singing are better than expected. Currently pupils' progress in English is good and sound in all other subjects except for science, where pupils' enquiry skills are too low, and in design and technology because teachers do not teach the curriculum requirements of design, planning or evaluation of product.
9. Progress since the last inspection is good in English and mathematics and satisfactory in all subjects except for art and design and design and technology where it is unsatisfactory.
10. Pupils with special educational needs receive very good support to meet their individual needs, and so most make good progress in developing their literacy and numeracy skills, which are the main targets in their individual education plans. These plans are comprehensive and written in a style that is easy to follow, enabling success to be monitored easily against prior learning targets.

### **Pupils' attitudes, values and personal development**

11. Since the last inspection, good standards have been maintained and pupils' attitudes to learning have improved. Pupils' attitudes are very good. A strong characteristic is the very attentive way in which pupils listen in lessons and school assemblies. They are very keen to learn and show great willingness to co-operate with staff. When given tasks to complete, they set about them with enthusiasm. Pupils respond very effectively to teachers' practice of sharing with them their targets for learning. This is seen to stimulate their efforts as they set about achieving them. The youngest pupils adapt quickly to routine and enjoy working, with increasing levels of confidence.
12. Pupils' behaviour in and around school is very good. There is genuine respect for one another's feelings, and relationships between pupils are very good. Pupils develop their social and moral development skills well and are quick to offer apologies for any inappropriate actions. Throughout the school pupils work and play together well. They move around the school in a very orderly manner. During the week of the inspection only one or two minor lapses in discipline were observed. Pupils understand the clearly defined rules and are keen to uphold them. In the last twelve months there has been only one fixed-period exclusion.
13. Pupils' personal development is good overall and reflects the findings of the last report. As they mature, pupils increasingly consider the needs of others and share in games and activities in a friendly way. A few pupils are given some responsibilities, such as helping to mind those pupils who need to arrive at school extra early. There are, however, too few planned opportunities for pupils to find things out for themselves, to show initiative or take responsibility for their own learning. Pupils have both confidence and trust in their teachers to be able to ask questions if they are uncertain about anything during lessons. Pupils are open about any concerns they may have. Pupils with special educational needs and those of minority ethnic origin have a positive self-image and display a very positive attitude towards life in school and their work.
14. The level of attendance is unsatisfactory, being slightly below the national average. Levels of unauthorised absences are above the national average. There has been no noticeable improvement in attendance levels since the last inspection and they continue to be below the national average. The majority of pupils are punctual and keen to start work. The level of authorised and unauthorised absence are both slightly higher than the national average, with about one third of absences due to families taking their children out of school during term time for their annual holiday. High levels of authorised absences in the Year 1 and the Year 1/2 classes impact markedly on the overall attendance level compared with other parts of the school.

## **HOW WELL ARE PUPILS TAUGHT?**

15. Teaching is good overall and reflects the judgement in the last report. However, the number of current lessons that were good or better is less than found previously. Strengths in teaching continue to be seen in the foundation stage and junior classes. Of the 87 lessons seen, 93 per cent were satisfactory or better. Of these, 53 per cent were good or better, including 17 per cent that were very good and two per cent that were excellent. Less than one in ten lessons were unsatisfactory, amounting to six lessons in total, four in the juniors and two in the infants. The quality of teaching in the foundation stage was very good.
16. In very good lessons the teaching was stimulating, challenging and imaginative, enabling pupils of all abilities to raise their learning significantly. Good examples were seen in teachers' use of mental mathematics sessions at the start of lessons having high expectation and good pace that challenged pupils' mental mathematics ability. The teaching in the foundation stage is a strength of the school's provision. Unsatisfactory lessons combined weak management of pupils, lack of

challenge for many pupils and weak use of assessment; these do not ensure that pupils make progress appropriate to their ability.

17. The teachers' teaching methods and use of time, learning assistants and resources are good, leading to the good progress that junior pupils make in English, mathematics, science, music, geography and history. Teachers' subject knowledge and understanding are satisfactory in infant and junior classes overall. Although strengths in teaching are often seen in English and mathematics, some good and very good teaching was seen in a number of other subjects.
18. Good basic skills are taught in junior classes and this enables pupils to build well on their prior learning; they are taught satisfactorily in infants where more attention is needed to pitch work more appropriately to pupils' abilities. Literacy is taught to a satisfactory standard across the curriculum and numeracy is taught well. Teachers do not yet use information and communication technology sufficiently well across the curriculum to promote progress in other subjects. This is particularly so for pupils with special educational needs. Unsatisfactory teaching in science and design and technology showed that pupils were not being taught skills in enquiry, planning or evaluating to ensure systematic development of their knowledge and understanding. In geography, insufficient mapping skills are taught, which results in pupils' inability to use directional instructions effectively.
19. Lesson planning is good. Many lesson plans were of good quality, leading to the preparation of interesting lessons that enabled most pupils, including those of minority ethnic origin, to progress effectively. Where teaching was good or better, pupils were motivated well by the planned activities, enjoyed the challenge given them and reviewed what they had learned against the lesson's aim. In one lesson, pupils were so involved in their learning that the teacher modified her planning to allow pupils to capitalise on what they were doing. Although planning for higher-attaining pupils was clearly prepared, too often these plans were not put into practice, with those pupils working through the same work as classmates. In science, for example, the higher-attaining pupils are not sufficiently challenged by the copying exercises they are required to perform, while those who find learning more difficult do not always understand what they have written.
20. The quality of marking across the school is broadly satisfactory. On many occasions, pupils' work in books is marked rigorously but does not identify ways in which pupils can improve.
21. Teachers are good at making sure that all pupils, including those of minority ethnic origin, are included in lessons. They use support staff effectively so that pupils who have difficulty in grasping ideas can play a full part. Teachers are particularly skilful at setting questions for lower-attaining pupils. This boosts pupils' confidence and results in their trying even harder in their work. The management of pupils in lessons is good in infant classes overall and very good in juniors. Teachers build well on the relationships they have with pupils and this is a strength of the school. Many good teaching strategies help the pupils to enjoy their work and this encourages them to be attentive, to work with concentration and co-operate successfully in pairs when required. Introductory and final plenary sessions are often used effectively, although on occasions some teachers spoke for far too long before allowing pupils to tackle the task for themselves, whilst on other occasions the plenary session was too long and became unnecessarily laboured. Classroom support staff make a good contribution to pupils' learning overall with staff relationships and effective working together being evident. The school evaluation also points to this being the major reason for the increase in standards at the end of Year 2 in 2002.

22. The quality of teaching for pupils with special educational needs is good in class and where they are withdrawn for individual support. Classroom support assistants play an important role in ensuring that pupils with special educational needs make good progress. In most English and mathematics lessons, teachers meet the needs of pupils well, providing appropriate, well-planned activities and building successfully on earlier learning. However, in some lessons such as science, geography and history, pupils with special educational needs complete the same work as other pupils when an easier task would promote better interest and learning. Work in these lessons is sometimes planned without reference to targets set in individual education plans, and this slows progress. In the best lessons observed, such as in numeracy in Year 2, pupils were given practical tasks that were appropriate for them and extended their learning well.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TOPUPILS?**

23. The quality and range of learning opportunities are satisfactory overall. The full statutory curriculum is in place although, during the inspection, several assemblies observed did not fully meet statutory requirements. These are broadly similar findings to those of the last inspection. Since then the school has fully implemented its plans for developing English linked to the literacy project which was a key issue at the last inspection. However, the recommendations to encourage more independent learning and develop opportunities for extended spoken language across the curriculum have still not been fully implemented. There is a well-planned curriculum in the foundation stage, which is a significant factor in the good progress made by children there.
24. The planned curriculum in the infants and juniors ensures that all subjects receive due emphasis and time. Teachers' planning is good and reflects the requirements of the National Curriculum. However, there are weaknesses in infant classes in the planned curriculum for science, history and geography, due mainly to a lack of successful development of enquiry skills and a lack of challenge for pupils of different abilities, especially the relatively small numbers of more-able pupils. Additionally, there is no member of staff with overall co-ordination for the curriculum, which has been a contributory factor in the school's failure to clearly identify weaknesses within some subjects.
25. The school has now successfully integrated the literacy strategy and there are signs that this is helping towards higher standards in English, especially writing in the infants. Listening and reading skills have been well developed throughout the school but, although teachers are providing more opportunities for speaking, pupils' oracy skills have been slow to improve. The numeracy strategy has been implemented well, with the result that standards have shown a steady improvement across the school. Most teachers make good efforts to establish cross-curricular links in several subjects. The planned use of the computer room, whilst improving pupils' skills, leaves few opportunities for pupils' independent use as it is used only during school time and, being accommodated in the former library, provides few opportunities for pupils to study and research on their own.
26. Apart from summer-born children in the foundation stage, all pupils, including those from minority ethnic groups, have equal access to all areas of the curriculum. The school has a sound policy of racial integration that is understood and implemented consistently across the school. The school is inclusive and reflects the very good provision for pupils with special educational needs. Most staff ensure that these pupils are fully integrated into the different social groups within the classroom and those with specific difficulties receive extra support that enables them to play a full part in the life of the school. The introduction of a Makaton signing club and the

current development of the multi-sensory room further enhance curriculum opportunities, with the older pupils running a 'signing' club for the younger children.

27. The curriculum is enriched by a satisfactory range of extra-curricular opportunities for pupils, including football for both boys and girls, after-school clubs for Year 6 pupils, a summer school and choir. All of these clubs are popular, are well attended by pupils and organised effectively by staff. However, they are aimed mostly at older pupils, which bears out the comments by some parents that better provision could be offered to younger pupils. The school is reviewing plans to extend this provision.
28. Procedures for pupils' personal development are good. The recently appointed co-ordinator for personal, social and health education and citizenship has produced a good draft policy. Personal, social and health education lessons are giving pupils good opportunities to share their views and feelings and learn the meaning of 'fairness' and 'democracy'. The well-organised programmes enable pupils to talk openly about their feelings, resulting in pupils' self-esteem being raised, while 'circle times' are effective in developing pupils' personal development. The school is in the process of further developing provision by introducing a school council, together with further training for staff in conducting 'circle times'. Satisfactory provision is made for sex education and the promotion of drug awareness.
29. The school has very good links with the community and partner institutions. This reflects an improvement since the last inspection. The school works hard to develop effective links to enrich pupils' learning. Very good links with the local church and other Christian voluntary organisations result in developing collective worship and broadening pupils' views of the world. Local elderly residents work with children in the nursery. These inputs are greatly valued by staff and children as the residents bring in a new dimension to the children's understanding of other generations and this greatly enhances their understanding of the wider community.
30. Members of the school choir regularly visit a residential home to sing to elderly residents. Every opportunity is taken to introduce perspectives on different cultures into the school, including a visit by the 'African Arin' connection with African culture, whilst Year 5 pupils enjoyed the African-Caribbean Family Centre Kwanza celebrations.
31. The school and its main receiving school to which most of the pupils transfer share an involvement in a 'Sporting Excellence' programme, with effective co-ordination between teachers and representatives from the two local professional football teams aimed at developing the football skills of some of the most-able pupils.
32. Provision for pupils' spiritual, moral, social and cultural development is good overall. This judgement represents a similar finding to the previous inspection, although there are some changes in the emphasis given by the school to the different aspects.
33. Provision for pupils' spiritual development is now satisfactory. This is partly because too few opportunities are specifically planned to enable pupils to explore some of the unique aspects of the human personality. Most of the experiences that pupils encounter occur incidentally. Singing frequently provides an uplifting occasion for pupils, who find great joy in the activity. In art and design, pupils are sometimes given the opportunity to explore certain of the feelings and emotions that are part of the human condition. Assemblies do not provide the required element of spirituality. They are not always sufficiently well planned to ensure that attention is paid to prayer and reflection. For the youngest children the provision is stronger as a greater richness of experience is provided.



34. Provision for pupils' moral development is still very good. From the earliest years and through the school, a strong emphasis is placed on good order and behaviour. Pupils are encouraged to follow a proper code of conduct that clearly promotes a developing knowledge of right and wrong. They are constantly required to consider the effect of their actions on others. The results of this consistent provision are evident in the consistently good behaviour of pupils. A feature of the very good moral provision is the showing of proper respect for the adults and classmates. The school makes good use of members of the community to help underpin good principles. For example, when a Christian guest speaker took an assembly, moral messages in promoting honesty and consideration for others were a significant feature.
35. Provision for pupils' social development is also very good. Arrangements for the youngest children to begin to socialise early are given high priority. As pupils progress through the school, expectations as to how they should mix and fit in become more firmly established. They are encouraged to work co-operatively in groups and collaborate on identified tasks such as when using laptop computers. Teachers ensure that, when required, pupils share unselfishly with each other. The courtesy shown by teachers is reflected in pupils' general good manners. There are, however, not enough opportunities provided for pupils to engage in discussion or debate amongst themselves as they grow older.
36. The development of pupils' cultural awareness has improved since the last inspection and provision is now good. There has been a general strengthening in the range of experiences organised for pupils, particularly in the multicultural dimension of curriculum activities. For example, 'African Awareness' has been provided to develop pupils' knowledge of the more common features of African music, art and lifestyles. Efforts are made to introduce pupils to the faiths and beliefs of others such as when a guest speaker was invited to explain the cultural significance of Diwali.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. This is a very caring school. Since the last inspection, the high level of pastoral care and support continues to be a strong feature. Effective arrangements are in place for all pupils with known food allergies and the provision of good quality food encourages each pupil to eat more healthily.
38. Procedures for child protection and for ensuring pupils' welfare are very good. The headteacher is the designated person for all child protection issues and ensures that all staff receive appropriate guidance in the school's procedures. Risk assessment is conducted effectively and every visit outside school is carefully screened to minimise risks. Procedures for monitoring and improving attendance are very good. Effective liaison is maintained with the education welfare officer who supports the school well. The school celebrates in whole-school assemblies pupils who achieve full attendance. Parents are constantly reminded of the impact on their children's learning when taking holidays during term time. The school strives hard to improve attendance levels.
39. Very good procedures for monitoring and promoting pupils' good behaviour are in place. Names of pupils displaying inappropriate behaviour are entered into the 'Hall Book' for all to review. The sanction of having to sit quietly in the hall during break-time is very effective, as it encourages offending pupils to reflect on their inappropriate behaviour and the sacrifice of missing playtime with friends. Pupils are guided to take responsibility for their actions and the effect it may have on others. As a result of the very good procedures that exist and their strict implementation, there is virtually no oppressive behaviour or anti-racial activity at the school.

This is a school in true harmony with its pupils. A very strong caring ethos permeates throughout the school's provision.

40. Good systems are in place for checking pupils' attainment and tracking their progress in English and mathematics as they move through the school and for checking progress as they move through junior classes. Upon entry to school, teachers keep a careful check on how well children are learning in the foundation stage. As a result, children gain confidence in the nursery and reception classes and make good progress because teachers build on pupils' success. Effective formal procedures are in place for assessing pupils' attainments and checking their progress in subjects other than English, mathematics, science, but they are unsatisfactory in guiding curricular planning in science, design and technology, geography, history and mathematics. As a result, standards in the infant classes are not high enough and pupils make unsatisfactory progress, particularly in science, geography and history.
41. The results of national tests are analysed thoroughly and the information gained about infant and junior pupils is identified to address weaknesses in pupils' learning. Although the success of this can be seen in the improved performance of pupils in national tests, teachers do not check carefully enough on what pupils have learnt before planning further lessons. Most of the work in subjects other than English and mathematics is pitched at the same level for pupils of all abilities. Potentially higher-attaining pupils are not sufficiently challenged while those of lower ability find the work too difficult. As a result, they do not learn as much as they could.
42. Procedures for pupils' personal development are good. The well-organised personal, social and health education programmes enable the pupils to talk openly about their feelings. Pupils' self-esteem is suitably addressed and 'circle time' sessions are effective in pupils' personal development. Insufficient attention is given, though, to providing opportunities to develop pupils' own learning; this has a major impact on their learning, particularly for higher-attaining pupils.
43. The provision for pupils with special educational needs is very good. The special educational needs co-ordinator conducts classroom observations each term to monitor how well pupils are operating within their class and the success of the support strategies that are provided. The very good support ensures that the requirements of the new Code of Practice are met. Individual education plans, written by the class teacher and special needs co-ordinator, are well focused and are of a good standard. Visual targets and individual education plans are used as a tool for providing children with the ownership of their own targets. Visual timetables are provided in all classrooms and around school in the form of directional signs which further ensure the inclusion of less-able pupils. The school is very effective at collecting, storing and using information gathered from a range of sources. This information has a direct effect on teachers' planning and the effective deployment of classroom assistants. Pupils are actively involved in reviewing their own progress against agreed targets.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. Parents generally have very positive views of the school. A small percentage of parents expressed concern that children do not receive the right amount of homework and that the school does not provide a range of interesting activities outside of lessons. Inspection findings indicate that the provision of homework is satisfactory, as are after-school activities for junior pupils, but no provision is made for younger pupils.
45. Although the school tries hard to involve parents in the work of the school, it is often not rewarded in its efforts. Although there is not a parent teacher association, parents provide good

support for the annual school fair that raises substantial sums of money. Parents provide satisfactory support for their children's learning at home.

46. The information provided for parents is good and reflects the findings of the last report. Pupils' annual reports are detailed, and suitable opportunities are provided to discuss the targets for improvement at parents' meetings. The information covers all subjects to the same extent and enables parents to gain a good overall insight into their children's progress. Parents value these opportunities. Newsletters, curriculum topics and information displayed on noticeboards help parents to have a good insight into what their children are doing at school and to keep abreast of developments in the school programme. The annual governors' report for parents is informative, but omits the names of the governors and as such does not fulfil statutory requirements.
47. Parents are promptly informed if their child is identified as having special educational needs, or if their child is to be moved to a different stage of the school's special educational needs list. Individual education plans for pupils are shared with parents at regular, planned intervals, with the majority of parents attending meetings. All parents receive a copy of the individual education plans, and many support their children at home well by hearing them read or practising writing letters of the alphabet.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. The headteacher provides strong leadership and gives a clear educational direction for the work of the school. Although some decline is evident in some aspects since the last inspection, he has been very effective in providing a caring and secure community for all pupils on the school roll, and ensures that pupils develop self-discipline, politeness and a positive spirit. This supports the parents' views and largely reflects the findings of the last report.
49. The headteacher gives a strong lead in developing the pastoral aspects of the school, ensuring that pupils, including those with special educational needs and those of minority ethnic origin, are fully integrated into the life of the school. He is effectively supported by the senior management team in fulfilling most of the school's aims, although not enough is done to ensure that all pupils reach their potential. The headteacher has appointed a senior management team that works effectively and to whom he has delegated major responsibilities, most of which are undertaken successfully.
50. Senior staff and teachers are fully involved in developing the school improvement plan, which satisfactorily addresses the needs of the school and leads to many key activities in pupils' learning being identified and planned for. The initiatives are carefully reviewed at different points of the academic year in order to review progress made. The school is making increased use of National Curriculum tests results in setting priorities, although the plan is not sufficiently strategic as it does not clearly identify the major priorities nor the maintenance or development of initiatives over a period beyond the forthcoming academic year. The leadership team is fully aware of the continuing need to improve pupils' oracy, but has not yet ensured that this aspect of pupils' development is threaded through all subject plans. The school has yet to develop rigorous procedures to monitor and evaluate the impact of its activities on pupils' learning.
51. The headteacher and staff are well supported by the local education authority in analysing test outcomes for pupils of all abilities and gaining value-added information. Targets are reviewed each year and take account of the need to raise pupils' attainment by the end of Year 6. The school has been successful in achieving these targets supported through regular use of

commercial revision materials. Whilst this has ensured that standards rise, it does not ensure that pupils sufficiently develop their understanding or skills in a systematic manner. Monitoring of lessons by senior managers and subject co-ordinators is not effective in identifying the strengths and weaknesses in teaching and learning, particularly with respect to the standards and progress of pupils of different abilities, to the key priorities for development.

52. The governing body is very committed and gives strong support to the school. Many governors conscientiously and regularly visit the school to discuss the initiatives planned in the subjects and the overall provision for pupils. Written and verbal reporting of their findings is a regular feature of governors' meetings. Governors take an active role in reviewing the school improvement plan, but have yet to develop their ability to challenge the work of the school in their role of critical friend. Governors fulfil most of their statutory requirements other than weaknesses in collective worship and identifying governors' names in the annual report.
53. The school ensures that all staff receive opportunity for in-service training linked to the school improvement plan initiatives, and feedback to other staff is generally given verbally in 'twilight' sessions and whole-staff meetings. All staff have current job descriptions that are satisfactory. The deputy headteacher seeks to ensure that curriculum planning is in accordance with national guidelines, but this further increases her already heavy workload. The number of teachers and the match of their expertise to deliver the curriculum is sound. Very good provision is made for each class to have a learning assistant to support pupils during the morning lessons in literacy and numeracy. This has a positive impact on learning in these subjects and is seen as enabling an improvement in standards at the end of Year 2 in 2002. Performance management in the school is used satisfactorily in monitoring the work of staff and co-ordinators, but has yet to develop its focus more closely on pupils' learning.
54. The school makes very good use of its financial and other resources. The financial expertise of the headteacher and school administrator has ensured that the school resources are continually improved, such as through the high number of support assistants and the provision and upkeep of the new mobile classroom. However, the 2002/03 budget reduction has left the school needing to save over £30,000. This led to staffing reductions and also a current contingency carry forward of little more than one per cent. The school is popular and oversubscribed and remains reasonably confident that the number on roll will rise again and the additional finance that this will generate will enable it to sustain its present resource levels. The present lengthy appeals procedure for some admissions does not support the certainty of numbers on roll and at times has caused the Finance Committee considerable anguish. With the guidance of the headteacher, the budget remains in credit.
55. An effective 'best value' approach has been operated in the school for the purchase of services with cost savings. The school applies the principles of 'best value' well in comparing its performance against national and similar schools at the end of Year 6 and in consulting external agencies. It does not, however, challenge its own performance sufficiently, particularly in the progress made by pupils in the infants or by higher-attaining pupils.
56. The headteacher is adept at identifying and successfully applying for specific grants for the benefit of the school. This has resulted in significant provision for a range of activities, including: resourcing after-school clubs, the nurture group and sensory room, a creative arts visit to a London Theatre for all pupils, and network learning to help extend good practice in the teaching of gifted and talented pupils. The school has rigorously applied its Standard Fund and special educational needs budget to good effect. The school's day-to-day financial control and daily administration are highly effective. The school administrator has excellent financial and

technical skills and is very highly valued by the school. New technology is very well used by the office staff and by teachers in their planning. Its use by pupils, mainly through the new computer suite and laptops, is satisfactory and improving through increasing familiarity.

57. The experienced, enthusiastic and very well organised special needs co-ordinator ensures effective management of special needs provision. She provides very good leadership and is totally committed to providing very good quality support to all pupils with special educational needs. Very good systems are in place for managing, supporting, assessing and reviewing pupils' progress. The school benefits from the support of a well-informed governor with designated responsibility for the success of the policy, who monitors the progress of school initiatives related to the policy. All designated funds are used for the purposes intended. Classroom assistants have very good, caring relationships with all pupils on the special educational needs register. Most are suitably directed by the class teacher when working with pupils and make effective use of the time allocated to them.
58. The school has a clear policy for racial equality and equality of opportunity that effectively ensures that all pupils and their work are valued. The school's policy on inclusion and ensuring that all pupils' needs are met is good, except for ensuring effective provision for higher-attaining pupils and younger reception pupils.
59. Accommodation is satisfactory, the school using the spare classrooms, wide corridors and substantial outdoor grounds very well. Some of the good features include a nurture room to allow pupils a quiet area for reflection, and a sensory room for pupils with special educational needs. There is no separate library area and books stored on shelves in corridors can result in some pupils being disturbed by others moving from one area to another. The accommodation is insufficient for the school to fulfil its aims for providing younger reception class pupils with opportunities for full-time education and, as such, is unable to ensure a smooth transfer between the foundation stage and Year 1. The building is decorated to a high standard and classrooms and corridors are brightly displayed by a substantial number of examples celebrating pupils' work. The school is maintained very well and good health and safety aspects are ensured.
60. The level and quality of resources in subjects are satisfactory overall. They are good in the foundation stage and in information and communication technology where they are much improved since the last inspection. Resources in mathematics are also good and are used well to support learning. There are no major deficiencies but the school recognises that there is a need to increase the range of tuned percussion instruments in music and to provide a library that is accessible to all pupils.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the quality of education further, the headteacher, staff and governors should:

- ◇ Raise standards, particularly in Years 1 and 2, by ensuring that:
  - teachers have high expectations of what pupils are capable of achieving;
  - assessment information is used effectively to identify the next steps in pupils' learning;
  - teachers plan sufficient opportunities for pupils to explore and investigate in science;
  - the scheme of work covers all aspects of the curriculum for geography and history in the infants and design and technology in infants and juniors;
  - planned opportunities are given for pupils to undertake independent learning;
  - the marking of pupils' work contains pointers for pupils to know how they might improve their work;

- regular planned opportunities are provided to develop pupils' oracy across all subjects.  
(*paragraphs 16-22, 24, 25, 40-42, 79, 80, 85, 90, 91, 97, 99, 101, 110-112, 113, 114, 118-121*)
- ◇ Provide work for higher-attaining pupils that challenges them.  
(*paragraphs 41, 58, 82, 115, 124*)
- ◇ Further improve the leadership and management of the school by ensuring that:
  - the role of co-ordinators is developed to monitor the quality of both teaching and learning in classrooms and to act on its findings;
  - the main priorities in the school improvement plan that must be achieved within the academic year are clearly identified, and implement a strategic plan to cover the top ten improvements needed;
  - governors, acting as a critical friend, challenge the work of the school to shape its direction.  
(*paragraphs 50, 52, 55, 88, 96, 102, 103, 109, 124, 129, 134, 147*)

The following features should be included as part of the school improvement:

- Ensure that all statutory requirements for collective worship and reporting to parents are fulfilled;
- Continue to further improve the level of attendance.



## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	51

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	29	33	6	0	0
Percentage	2	20	33	38	7	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	318
Number of full-time pupils known to be eligible for free school meals	N/a	96

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	2	49

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	41

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	14

### *Attendance*

#### **Authorised absence**

	%
School data	5.6
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.6
National comparative data	0.5



*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	22	29	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	20	18
	Girls	23	26	24
	Total	37	46	42
Percentage of pupils at NC level 2 or above	School	73 (66)	90 (79)	82 (79)
	National	84 (85)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	24	24	24
	Total	41	42	43
Percentage of pupils at NC level 2 or above	School	80 (76)	82 (81)	84 (81)
	National	85 (85)	89 (89)	89 (89)

*Percentages in brackets refer to the year before the latest reporting year.*

**Attainment at the end of Key Stage 2 (Year 6)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	28	25	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	26
	Girls	20	18	21
	Total	40	43	47
Percentage of pupils at NC level 4 or above	School	75 (65)	81 (52)	89 (67)
	National	75 (75)	73(71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	23
	Girls	18	18	21
	Total	34	40	44
Percentage of pupils at NC level 4 or above	School	64 (59)	75 (57)	83 (65)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.*

***Ethnic background of pupils*****Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	234	1	1
White – Irish	2	-	-
White – any other White background	2	-	-
Mixed – White and Black Caribbean	18	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	4	-	-
Mixed – any other mixed background	5	-	-
Asian or Asian British - Indian	24	-	-
Asian or Asian British - Pakistani	9	-	-
Asian or Asian British – Bangladeshi	-	-	-
Asian or Asian British – any other Asian background	4	-	-
Black or Black British – Caribbean	10	-	-
Black or Black British – African	1	-	-
Black or Black British – any other Black background	1	-	-
Chinese	-	-	-
Any other ethnic group	4	-	-
No ethnic group recorded	-	-	-

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	21:1
Average class size	26.25

**Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	355.25

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40:1
Total number of education support staff	2
Total aggregate hours worked per week	50.75
Number of pupils per FTE adult	13.3:1

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Financial information**

Financial year	2001/02
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	£
Total income	872,783
Total expenditure	875,141
Expenditure per pupil	2188
Balance brought forward from previous year	37,529
Balance carried forward to next year	35,171

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

392

Number of questionnaires returned

184

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	2	1	0
My child is making good progress in school.	66	32	1	0	1
Behaviour in the school is good.	64	35	0	0	1
My child gets the right amount of work to do at home.	46	42	8	2	2
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	56	37	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	24	0	1	0
The school expects my child to work hard and achieve his or her best.	75	22	1	0	2
The school works closely with parents.	63	34	1	1	1
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	69	27	1	0	3
The school provides an interesting range of activities outside lessons.	46	31	12	1	10



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. The provision for children in the foundation stage has improved since the last inspection. On entry to the nursery, assessments show that children's attainment is well below the expected levels in all areas of learning, except physical skills where it is below average. Staff provide a varied and extremely interesting range of learning experiences and have created a very positive and inclusive learning environment. As a result, children enjoy coming to school and try hard in all their activities. By the time they leave the foundation stage, although attaining standards below those expected in communication, language and literacy, personal, social and emotional development and mathematical development, they make good and sometimes very good progress, and all children, including those with special educational needs and those learning English as an additional language, achieve well in relation to their low abilities on entry. Many children who have benefited from full-time education in the reception class are attaining expected standards. Overall, the quality of the provision for children in the foundation stage is a strength of the school. It is a centre of very good early years practice that ensures that children receive a very effective start to their education.
62. Children transfer from part-time nursery provision to reception in the term following their fifth birthday. This arrangement gives older children three terms of full-time education in the reception class, with some younger children subsequently benefiting from either two or one term's full-time education prior to starting school in year 1. However, under current admission procedures, each year a significant number of younger children do not have the opportunity to attend the full-time reception class and remain attending part time in the nursery prior to starting school in Year 1. Staff in the nursery work hard to ensure that these children are appropriately challenged, but the limited space and time prevent them from providing a more formal approach to literacy and numeracy in the term prior to starting in Year 1. This consequently affects the standards achieved by these pupils at the end of the foundation stage.
63. Staff have worked hard to develop very effective links with parents, who receive regular daily bulletins and newsletters. They are regularly informed of their children's progress and individual learning targets. The record-keeping system is very clear and manageable and gives staff a well-informed basis on which to plan work. On entry to the nursery, effective assessments provide clear indications of children's attainment in the stepping-stones within all six areas of learning. Children's progress is regularly monitored and closely analysed to track progress, set individual learning targets and plan future activities. These effective systems are continued in the reception class where children's individual learning targets are shared with them at the beginning of each week, ensuring that children recognise in simple terms what they need to focus on during the week. Children whose progress is a cause for concern are appropriately identified, and relevant advice is sought. They are sensitively supported; as a result, children with special educational needs make the same progress as other children.
64. Teaching has improved since the last inspection. It is very good overall and leads to very good learning. Teachers and teaching assistants in both classes work very effectively as a team, have a very good understanding of the needs of younger children and have high expectations of them. This, together with the very good relationships developed between staff and children, ensures that children feel confident and happy and are able to benefit from the range of interesting activities planned. There is an effective and professional team approach in the department,

which is very effectively led by a dedicated and experienced professional. She has a clear and relevant action plan to develop the provision further.



### **Personal and social development.**

65. Children start in the nursery with levels of personal and social skills that are well below average. Because staff in both the nursery and reception class have created a secure, supportive and happy environment with high levels of care, all children, including those with special educational needs, make good progress. Staff treat children politely and with respect and are very good role models. Teaching is consistently good in both classes and, as a result, children follow class routines well and join in activities with enthusiasm. Younger children in the nursery delight in helping to give out the milk, wearing special crowns, and enjoy playing alongside their friends, although they do not yet initiate play or conversation. They apologise when they have 'done wrong' and respect each other's feelings.
66. Older children in the reception class and reception-aged children in the nursery dress and undress for activities with minimal help, tidy up without fussing, and increasingly share activities with each other. This positive and inclusive learning environment ensures that children become increasingly independent; however, although most older children will have attained the early learning goals in this area of development by the time they start school in Year 1, many younger children will not yet have achieved this level.

### **Communication, language and literacy.**

67. Children start in the nursery with levels of ability well below those expected for this age. In particular, speaking skills are very low. By the time they start school in Year 1, a significant number of younger children who have not benefited from full-time reception education still do not attain the early learning goals in speaking and listening, reading and writing. However, many older and more-able younger children are in line to attain expected standards. Progress is good and often very good because of the consistently very good teaching in both the nursery and reception class that develops children's basic skills very effectively.
68. Staff are very aware of children's abilities because of the effective assessment procedures; as a result, every opportunity is taken in both settings to interact with children to question and to encourage them to talk about their activities. For example, when playing with construction toys, staff play alongside asking simple but relevant questions, sensitively supporting, encouraging and modelling language. Staff join in and encourage imaginative play in the 'café' or, when playing outside in the nursery garden, in supporting and extending children's language. Because of this very effective teaching approach, although younger children remain reluctant to talk, older children increasingly begin to use simple words and sentences when talking to staff or each other.
69. All children enjoy looking at books, and older and more-able younger children in both classes have begun reading simple words. They are also beginning to recognise and write some letter sounds. Younger children delight in listening to stories and sit engrossed in the book area looking at books and turning the pages carefully whilst listening to taped stories. Children also have many good opportunities to practise their emerging writing skills, taking orders in the 'café' or taking pretend telephone messages, for example. Older children in the reception class, following the story 'When the tiger came to tea', used simple picture dictionaries and word cards to produce a menu for their 'café', trying really hard to form letters correctly. Staff and visitors are well briefed about the learning activities and this ensures that no opportunity is lost to develop children's language skills and, as a result, children become increasingly confident.

### **Mathematical development.**

70. Children start in the nursery with levels of ability well below those expected for this age. Very good teaching supports this area of learning very effectively and children make very good progress. One of the strengths is the way in which all staff promote mathematical language and skills through a well-planned programme of work, activities and play. This includes number rhymes, the use of conversation, games and positive interaction that supports every day activities. When cutting out card to make photograph frames, children in the nursery were encouraged to find longer or shorter pieces. Every-day activities such as water play, painting, threading coloured cotton reels and construction toys are used effectively to develop a clear understanding of the concepts of size, shape and number.
71. Older children in the reception class and nursery are increasingly confident when using numbers and continue to make very good progress. In a teacher-led 'rabbit race' game in the reception class, children began to count to 20, with more-able children able to count 'one more than' and beginning to recognise the language of addition. Later, with well-planned support, children successfully sorted items using different criteria such as colour or pattern. As a result of these activities, although a significant number of younger children will not quite attain the early learning goals in this area of learning, many older children attending full time prior to starting in Year 1 are in line to attain the expected level of skills.

### **Knowledge and understanding of the world.**

72. Children enter the nursery class with standards of attainment that are below expectation for their age. Very good and sometimes excellent teaching provides a very rich and varied range of learning experiences, ensuring that all children make good progress and become increasingly interested in the world around them.
73. Through a regularly changed topic focus, children in the nursery have a good awareness of how things change, grow and develop. Through watching a young baby being bathed and looking at their own photographs as they have grown, planting vegetables, caring for them, harvesting and eating, they experience a real delight and gain an understanding of the natural world and what plants and humans need in order to grow and develop. One girl carefully explained that the potatoes have now died in the ground because it is too cold. Activities that challenge young children to become 'little scientists' develop a real sense of enquiry; for example, older children in the nursery were challenged to find out which would be the best carrier bag to carry grandma's shopping. With support, children placed bricks inside suspended bags and kept a careful record of their findings which were used to report to the group. Children were quite upset when a well-known firm's bags broke quite quickly and they asked the teacher if they could write and complain, clearly showing a mature level of understanding.
74. Every opportunity is taken to develop an interest in the world around them. As a result, older children in the nursery and reception class use the computers confidently and can drag icons across the screen using the mouse. They recognise how food changes when cooked and identify healthy foods through focused and well-planned practical activities. In simple terms, they are aware that life in the past was different through examining old toys and artefacts, and enjoy planning routes and rooms when playing with construction kits. Because of very effective support that uses practical resources to interest them, most children are in line to attain the early learning goals in this area of learning when they start school in Year 1.

### **Physical development.**

75. When children start in the nursery, they have below average ability in this area of learning. They make good progress because of consistently good teaching. Staff work hard to provide a wide range of learning opportunities, and both outside and indoor areas are used effectively to support children's physical development. Children in both classes have planned opportunities to use the school hall. Because of the very encouraging support and very good relationships, coupled with high expectations of behaviour, pupils are increasingly able to move with appropriate control, balance, and a growing awareness of space and each other. Younger nursery children are increasingly confident when using the climbing frames in the garden and control wheeled toys well, such as when confidently stopping at the traffic lights. Older reception children respond well to instructions and enjoy playing games that develop an awareness of space and fair play. They move expressively to music as they pretend to move around the school locking all the doors and follow the teachers' movements carefully. The majority of children are in line to attain the early learning goals in this area of learning when they start school in Year 1.

### **Creative development.**

76. Children enter the nursery with standards of attainment that are well below national expectation for their age. Staff in both classes work very hard to provide an interesting range of activities, and children's creative development is very effectively promoted through art, role-play and music activities. Supportive relationships and very good teaching, based on a very clear understanding of this area of learning, ensure that children grow in confidence to try out different experiences. Children in the nursery, for example, listen carefully to Handel's Firework music. One child delighted in remembering that it was 'Mr Handle not Mr Door' who composed it. In the hall, they sing a range of songs tunefully with body actions, with more-able and older children responding appropriately to the dynamics of the song, confidently using the correct terminology. Every opportunity is taken, in both classes, to encourage children's creative development. Classroom 'cafes' with life size 'props', painting to music, printing using different techniques, and model making using a variety of materials ensure that children make very good progress and most are in line to attain the early learning goals when they start school in Year 1.

## **ENGLISH**

77. Infant pupils of all abilities, including those with English as an additional language, make satisfactory progress in all aspects of English. However, by the end of year 2, their attainment is still below the standards found nationally. This represents a decline since the last inspection, when standards were judged to be in line with national expectations.
78. As they move up through the school, the rate of progress increases substantially and by the end of Year 6 standards are average. Inspection findings confirm the results of national tests in infant and junior classes. Currently there is no significant difference between the performances of boys and girls and this shows that the previous differences between the gender groups have been addressed.
79. From a relatively low starting point, pupils generally make satisfactory progress in developing their skills in speaking and listening. Throughout the school, pupils increase their abilities to listen carefully to their teachers and other adults. This represents one of the strongest features in their improving language. It also provides a good basis for learning in other subjects. At present, despite the school's intention to promote speaking, it is a less successful aspect of development.

There are far too few opportunities provided for the discussion of personal ideas and not enough planned opportunities for pupils to articulate their observations more thoughtfully. As a result, their thinking is not always sufficiently stimulated and preparation for written work is often not effective.

80. Although progress in reading is satisfactory overall in the infants, there remains room for improvement. There is some inconsistency in the provision, and the opportunities that pupils have to move forward more rapidly are too variable. However, the majority still read quite capably for their age. They are given a satisfactory range of skills to help themselves in managing their own reading tasks. As they progress through the school, standards improve considerably. This brings measurable benefits to all aspects of their learning. Pupils are able to cope more securely with the written word as it is encountered in their daily work, and many read confidently and clearly enjoy the activity. Older pupils in Year 6 are effectively introduced to a sufficiently broad range of literature to capture their interest and satisfy their individual tastes.
81. In writing, pupils in the infant classes make a satisfactory start in building up a range of basic words to begin constructing sentences. However, a large number of pre-prepared work sheets are used by teachers. These do not always provide sufficiently good opportunities to promote pupils' understanding and learning. Instead of supporting writing, these restrict pupils' ability to express their own ideas on paper. Pupils are not encouraged sufficiently to write independently and more-able pupils do not write enough for a range of purposes. In addition, there is very little evidence of pupils revising and improving their own work.
82. Pupils' writing improves in quality in the juniors and reaches average standards by the end of Year 6. Good attention is paid to the development of spelling and correct use of grammar. Pupils have a sound grasp of how to construct suitable text and to present it for its appropriate purpose. The breadth of topics encountered is increased, enabling pupils to write stories, diaries, reports and reviews more proficiently. In Year 6, for example, they recognise some of the requirements of writing in a journalistic style and adapt their choice of words and expression to match their stories effectively. Insufficient opportunities are provided, however, for the practice of re-drafting work in many classes. Higher-attaining pupils are frequently insufficiently challenged since they are not given the opportunities they need to extend their abilities, particularly lengthier, more sustained writing tasks.
83. Handwriting is given a consistent focus throughout the school. Pupils are taught to form letters correctly and move on to develop a generally neat and tidy hand. Good attention is paid to the general presentation of work. Teachers have high standards in this aspect and pupils are observed to take care of the way they set out and complete their work.
84. Pupils with special educational needs make very good progress for their abilities. They are very well supported, and standards of literacy improve as pupils move through the school. They receive very good attention both in class and when supported outside the classroom. New pupils to the school are quickly integrated and suitably assessed to enable them to make a speedy start.
85. The quality of teaching of English is good overall. It is generally stronger in junior classes, where basic skills are better taught, but good teaching was also observed in the infants. Teachers manage pupils well and expect pupils to sustain their concentration. Lessons are mostly well planned and teachers seek to move pupils forward by making lessons interesting and encouraging pupils to achieve well. Where very good teaching is observed, teachers often use a

variety of techniques to enable pupils to analyse text well and to appreciate the value of using words critically. In some classes the use of computers adds to pupils' development in acquiring and manipulating language. There is, however, a lack of balance in the amount of time and emphasis given to providing opportunities for pupils to speak confidently. This prevents them from arranging their own thoughts more productively and becoming more independent and successful in what they set out to do. The oral part of a lesson is often too teacher dominated and focused on accepting brief answers rather than more lasting and serious contributions.

86. Pupils generally use the literacy skills they have acquired satisfactorily in many other areas of learning throughout the school day. Although younger pupils do not always have many opportunities to write independently, it is usually more evident with older pupils. In Year 6 history lessons, for example, pupils are able to produce some good quality written work related to World War 2.
87. Pupils display good attitudes towards the subject and are very keen to learn and do well. They respond to their teachers in a manner that encourages generally good progress in what they seek to achieve. They behave patiently, if passively, on those occasions when the teacher speaks for too long. The good attitudes demonstrated by pupils are a significant factor in the improving standards found.
88. Leadership and management are satisfactory. The literacy strategy is securely in place. There are strengths in the successful efforts put into raising standards by teachers. Monitoring of practice and the outcomes of teaching are still underdeveloped, as is a more effective use of assessment findings resulting in insufficient challenge for higher-attaining pupils. Although there are no pupils at an early stage of English language acquisition, the funds for supporting pupils from minority ethnic origin are used well.

## **MATHEMATICS**

89. The results of the national tests in 2002 show that pupils in Year 6 attained standards that were in line with the national average and well above average when compared with similar schools. There has been a steady increase in the proportion of 11-year-olds reaching the expected standards. This reflects the findings of the last inspection. Inspection findings show a similar picture. Standards achieved by pupils in Year 2, however, are below expectations for their ages. Teachers do not always expect enough of more-able pupils, who underachieve in relation to their prior levels of learning, and steady improvement in standards is not being maintained throughout the school. There is no significant difference in the attainment of boys and girls, indicating that earlier concerns have been successfully addressed. Pupils from minority ethnic origin make similar progress to their classmates.
90. Younger pupils entering Year 1 miss many opportunities for more formal practical mathematical experience in the reception class. At present this is having a negative effect on their basic counting skills, as there are insufficient opportunities for them to experience practical activities before moving on to written recording in Year 1. This is because a small percentage of pupils receive only one term's full-time education prior to joining Year 1. Pupils enter with standards of attainment that are below age-related expectations, but satisfactory teaching enables them to achieve satisfactorily throughout Years 1 and 2. Overall, good teaching in junior classes enables pupils to learn well and make good progress. Their learning is supported effectively through additional 'Booster' classes.

91. From the scrutiny of pupils' work it is evident that, by the age of seven, most pupils have a sound understanding of place value to one hundred, but few children can solve problems using numbers to one thousand. Most pupils know the properties of two-dimensional and three-dimensional shapes, and can measure accurately to the nearest centimetre using a ruler. By the age of eleven, pupils work out calculations quickly and accurately in their heads, understand fractions, are developing their measuring skills and interpret a range of charts and diagrams. The setting of work involving real-life problem solving is a regular feature of many lessons observed in Year 6. Nevertheless, pupils are less confident in checking their results and the opportunity for working out problems using more than one method is limited. Good practice, clearly visible in one Year 2 class, involved pupils recording their numerical experiences in a way that suited individual needs. However, this practice is not consistent with the work set in Year 1, where there is a preponderance of worksheets for most pupils, with higher-attaining pupils often completing the same work as other pupils before moving on to more challenging work.
92. Teaching is generally better in the juniors than the infants. It is satisfactory in the infants and good in the juniors. Nevertheless, the pace of learning is inconsistent throughout Years 3 to 6. A clear pattern emerges in teaching. Unsatisfactory lessons and unsatisfactory aspects of lessons, judged to be satisfactory overall, include teachers giving too many instructions, pupils remaining inactive for too long and work set that is insufficiently challenging and often failing to build successfully on previous learning. In good lessons, where the mental starter is brisk and full of challenge, pupils have good opportunities to explore their own thinking and develop their mental mathematical skills well. High-quality teaching in Year 6 also clearly showed pupils' good personal development as they develop their independent learning skills. Similarly, Year 2 pupils mastered the recognition of odd or even numbers when counting up to 100. In Years 3 and 4, pupils were effectively learning the next step in multiplying large numbers that, when multiplied together, make one 100.
93. The levels of challenge in good lessons clearly indicate that pupils' thinking in mental arithmetic is good and quick and that most pupils in Year 6 know their multiplication tables well. The use of competitive number games enhances pupils' enjoyment very well, such as when they were challenged to recite their nine times table against the clock and 'yesterday's winning time'. This created a real sense of achievement with other pupils in the group checking their accuracy. Most pupils enjoy mathematics and behave very well in the majority of lessons. Most teachers have very good relationships with pupils, who sustain very good levels of concentration. Where the work is exciting and challenging, pupils respond well and record their answers clearly. The work in pupils' current books is generally of good quality.
94. The pupils' use of 'traffic lights' self-assessment provides a generally useful form of ongoing assessment for teachers, although it requires staff to ensure that pupils are making an accurate assessment of their own learning. As a result pupils' knowledge of their own learning is generally good. Pupils with special educational needs are very well supported by classroom assistants, enabling most of them to make good progress in relation to their prior learning levels.
95. Teachers apply the numeracy strategy effectively in lessons. The use of clear questions at the end of the lessons to assess what pupils have understood, however, is not a consistent feature in all lessons. Teachers plan clear learning objectives and share them with pupils when lessons begin, most teachers generally reviewing whether the lesson objectives have been met at the end of the lesson. Most teachers use a good range of mathematical vocabulary, resulting in pupils' being able to explain their work in the correct terminology such as 'numerator' and 'denominator'.

96. Careful analysis of national test questions is used to plan future lessons as the school strives to drive standards upward. However, the school is aware of the need to develop a more precise system for tracking pupils' progress as they move through the school, especially in Years 1 and 2, if work set is to build effectively on previous learning. Information and communication technology is underused at present, and pupils' work reflects few planned opportunities to consolidate or develop new skills.
97. Leadership and management of the subject are good, resulting in levels of attainment by the end of Year 6 that exceed the targets set. The hardworking subject leader is aware of the need to raise standards still further in Years 1 and 2. There is, however, no systematic monitoring of pupils' learning or monitoring planning against pupils' attainment to avoid repetition of learning.

## SCIENCE

98. Standards in infant classes have declined since the last inspection, when they were below average. Standards now are well below average in all aspects of the subject. Inspection findings confirm the latest teacher assessments. Progress is unsatisfactory as attainment is generally in line with national expectations when pupils enter Year 1. No lessons were seen in Years 1 and 2, but an examination of pupils' past work and discussion with pupils indicate that their progress is unsatisfactory.
99. Teachers do not take sufficient account of what pupils have done before, and generally pitch the work at too low a level. All pupils complete the same worksheets that do not give them sufficient opportunities to put forward their own ideas or fully develop their understanding. This limits achievement, particularly for higher-attaining pupils. Pupils currently in Year 3, for example, have very limited knowledge of materials and, when asked to name them, most confine their answers to textiles. Higher-attaining pupils recognise building materials such as wood and glass. They know that water changes to ice when it is put into a freezer, but they cannot use this knowledge to describe changes, for example, to butter and chocolate.
100. Standards in the juniors have improved since the last inspection. The latest test scores indicate well above average standards by the end of Year 6, but inspection evidence indicates only average standards. Overall progress in acquiring knowledge is good, but pupils make little progress in developing scientific skills. By the end of Year 6, although pupils have the knowledge necessary to enable them to answer the questions set in the national tests, they cannot plan their own investigations in order to find things out for themselves. This is because they have not had enough opportunities to develop the necessary skills. Scrutiny of past work shows a similar picture to that found in the infant classes, with the recorded work consisting of copied exercises or worksheets. All of the work is presented at the same low level, which means that higher-attaining pupils in particular do not achieve as well as they should.
101. A key issue in the last report was the need to develop pupils' independent learning skills, and insufficient attention has been given to addressing this matter in science. As a result most pupils' knowledge is at a very superficial level. They know as a fact, for example, that a complete circuit is necessary for a bulb to light and can draw a circuit diagram to illustrate this. However, many do not understand why this happens. When a group of identified high-achievers in Year 4 were asked to make a bulb light without using a bulb holder or a battery holder, they could not do so. Although the teaching observed in lessons has many good features, it is unsatisfactory because a significant number of average and higher-attaining pupils and those of minority ethnic origin do not achieve as well as they should, while lower-attaining pupils and those with special

educational needs do not understand what they have written. Teachers plan their lessons thoroughly and generally enthuse the pupils with their lively approach. As a result pupils are well behaved and keen to learn.

102. Leadership and management of the subject have been unsatisfactory for the past few years. The current co-ordinator has held the responsibility for just one year, during which time she has identified what needs to be done to improve pupils' skills. This is beginning to have an impact, but pupils have a lot of ground to make up. Despite her determination to move the subject forward, her role in monitoring teaching and learning through checking pupils' work is not effective. Some teachers have insecure subject knowledge that is exemplified in their marking of pupils' work. The lack of monitoring means that this has not been picked up. The school uses the national guidance, but this has not been adapted sufficiently to guide teachers in their planning and practice. Teachers have insufficient skills to boost their confidence in delivering the subject and insufficient subject knowledge in planning carefully matched practical work that will help pupils to develop their understanding.
103. The assessment procedures for science are unsatisfactory in the infant classes. Not enough detailed information is passed to the junior classes to enable teachers to build on pupils' prior learning. Although good assessments are made of pupils' factual knowledge in the junior classes, too little attention is given to checking on how well pupils can plan and carry out their own work.

## **ART AND DESIGN**

104. Standards in art and design at both seven and eleven years meet national expectations. Pupils' work in books and lessons observed show that pupils of all abilities, including those of minority ethnic origin, make satisfactory progress as they move through the school. This represents a decline since the last inspection, when standards were judged to be good. This is mainly because the underdevelopment of three-dimensional work, identified at the last inspection, has not been sufficiently addressed.
105. Infants are able to use brushes and paint suitably to produce pictures, often inspired by the stories they have encountered. They also use pencil and coloured pens to draw satisfactorily and to illustrate work in other subjects. Textured papers are effectively employed to create examples of collage work in a range of topics. Some satisfactory three-dimensional work is observed in the construction of small mobiles of hot-air balloons.
106. Older pupils increase the breadth of their artistic experiences as they engage in more imaginative work, as well as recording from first-hand observation. Many pupils satisfactorily complete self-portraits at levels suitably matched to their ages. Some interesting tasks are completed which enable pupils to translate their ideas into good three-dimensional work on clay faces. There is, however, still too narrow a focus on work of this type. Pupils carefully explore the work of other artists, reproducing some of the styles created by the Impressionists, or the optical effects devised by Bridget Riley. In Year 4, pupils are becoming suitably involved in appreciating how emotion can be portrayed in portraiture. They are beginning to interpret the clues observed in the work of other artists. These ideas are further developed in Year 6 where pupils use their skills satisfactorily to portray a range of facial expression.
107. The quality of teaching is satisfactory overall. Although no lessons were observed in the infants during the inspection, evaluation of pupils' work indicates that skills are soundly taught. Teaching is satisfactory in the juniors, with an example of good practice seen in Year 6.



Lessons are generally well prepared with a clear understanding of what is to be achieved. Pupils' interest is suitably engaged and ensures that they are confident to complete the tasks. The best teaching is also characterised by good use of visual aids and the encouragement of pupils to evaluate their own efforts critically. Art is occasionally well supported through relevant links with other subjects, such as pictures of evacuees in Year 6 history. Not all teachers, however, provide a rich enough range of artistic opportunities for standards to rise. The development of specific skills, such as in drawing, is not sufficiently well monitored by the co-ordinator.

108. Pupils' attitudes and behaviour in lessons observed are good. They work very co-operatively together, sharing resources where necessary and taking turns. They take pains over their work and are appreciative of the efforts and ideas of others.
109. Leadership and management are satisfactory. The co-ordinator monitors lesson planning and is beginning to collate portfolios of pupils' work. National guidelines have been adopted but more emphasis is to be given in developing three-dimensional work. Resources are satisfactory, as is the use of assessment of pupils' learning.

## **DESIGN AND TECHNOLOGY**

110. Standards are below average overall because the curriculum is not sufficiently well balanced. The school has adopted the latest national guidance, but it has not paid enough attention to developing pupils' skills. Standards in designing and evaluating are below average because the school has not paid enough attention to these elements. The school has recognised this and has rightly identified this as an area for development.
111. The quality of teaching in lessons is broadly satisfactory, but the impact of teaching over time is unsatisfactory. Pupils of all abilities are not challenged to think enough about how they are going to make their products or how they might improve them. The last report stated that pupils worked with a narrow choice of materials. This is still the case. Pupils in Year 3, for example, did not choose their own materials to build bridges. Although they talked enthusiastically about what they had done and had obviously enjoyed the activity, they were denied opportunities to think for themselves. A similar picture emerged in discussion with the older pupils. The key issue in the last report regarding pupils' independent learning has not been addressed in this subject.
112. Leadership and management of the subject are unsatisfactory. The co-ordinator does not have sufficient influence on raising standards. Although she looks at teachers' planning and pupils' work, it is only recently that she has picked up on the weaknesses in designing and evaluating. There are no formal procedures for assessing pupils' progress. This means that teachers cannot plan effectively to take learning forward.

## **GEOGRAPHY**

113. When they enter the school in Year 1, pupils have a satisfactory knowledge and understanding of the world. During their time in the school they make satisfactory progress so that when they leave at the end of Year 6 their standards in geography are in line with national expectation. However, their progress is much slower in the infants and, by the end of Year 2, standards are lower than those expected. Pupils' learning and progress are unsatisfactory because there is insufficient challenge and rigour over time in the development and reinforcement of their knowledge and skills. This represents a decline in standards since the last inspection. Junior

pupils' learning and progress are good, irrespective of their gender, ethnicity or ability. This also applies to pupils with special educational needs.

114. Teaching and learning in the infants are unsatisfactory. Pupils are not sufficiently challenged by the work and insufficient opportunities are generally given for them to consolidate the learning that does take place. Teachers' expectation and guidance in learning are insufficient. Nevertheless the pupils remain interested and enthusiastic in their learning. Year 1 pupils look at ways of making a plan of their classroom or a route to school, one higher-attaining boy likening the view from an aeroplane being like a plan. However, most were confused when trying to make their own plans. Pupils' work in books in Year 2 shows that they have looked at simple maps to give them an awareness of other countries. They learn and write about Mousehole in Cornwall and a map depicting its location in Britain.
115. Teaching in junior classes is good. Teachers are generally confident in their knowledge of the subject and use the scheme of work effectively to plan work that provides pupils with consistent opportunities to increase their knowledge and skills. There is still a need, though, to give as many practical opportunities as possible to increase the use of information and communication technology in the subject and to raise the independent learning opportunities of the pupils by giving a wider range of tasks, particularly for higher-attaining pupils. Junior pupils are enthusiastic and their attitudes and behaviour are good and often very good. They are particularly good at co-operating together in group work and respect each other's opinions.
116. Year 3 pupils build on this knowledge and talk keenly about what they have learned in the infants about their comparison of Mousehole with their own area. There is much confusion about the composition of their geography lessons and they inaccurately mention 'Ancient Greece, religious education, bugs and grids and things'. In describing a route, they use the simple terms such as 'right' and 'left' reasonably accurately, but also, 'round here, up there, then straight and round there'. Their knowledge of the local environment is concerned mostly with shops. Years 4 and 5 pupils, regardless of ability, generally attempt the same work, often through the completion of worksheets.
117. Pupils in Year 6 develop their earlier map skills through the identification of world features such as continents, oceans and mountains, and their work is generally accurate and well presented. They produce a travel brochure of satisfactory quality about the attractions of a visit to Ben Nevis and study rivers both in Britain and abroad, including the Angara in Russia and the Orinoco in America. They consider changes in the environment and in a good lesson worked effectively in small groups to make a presentation to each other on the attraction to tourists of various mountainous regions. This provided a good link to oracy development as all pupils took part verbally, although this encouragement for pupils to contribute orally and devise geographical questions is inconsistent across the rest of the school.
118. There is no subject co-ordinator at present. Although leadership and management by the headteacher is satisfactory overall, the assessment of the knowledge and skills that pupils are developing is both insufficient and underused. There is insufficient monitoring of the impact of teaching on pupils' learning, particularly in the infants, in order to raise standards.

## **HISTORY**

119. During their time in the school, pupils make satisfactory progress in their learning and, by the time they leave at the end of Year 6, they reach standards that are in line with national expectation. However, whilst progress in learning is good in juniors, it is unsatisfactory in the

infants with most pupils not achieving nationally expected standards by the end of Year 2. This is because there is insufficient challenge in much of the work set and a failure to build on adequate planning to extend pupils' knowledge and understanding. Pupils assimilate facts but in a haphazard way, and have little clear understanding of change over time. Their topic and workbooks show a satisfactory coverage of the school's history curriculum, containing numerous 'cut out and stick' features such as: 'when I was a baby', a map of a house, 'history detectives' placing toys in chronological order, and equipment in the local park.

120. All pupils of irrespective of gender, ability or ethnicity attempt the same tasks, and there is little evidence of opportunities for extended writing being provided by the subject. In a lesson in Year 2, pupils tried to understand what makes people famous by looking at a programme of modern pop and television stars. They have sought to develop this theme by studying the lives of famous people in the past such as Florence Nightingale who they know went to Turkey to help 'some army men'. In discussion, pupils in Year 3 talk confidently about Victorian times and know that Queen Victoria had nine children and wore black after her husband died. They are confused however as to the difference of customs over time as they believe that children were not allowed to say 'hello' to mother in those days. Pupils also believe that children 'didn't wear normal clothes and that their dolls were not real like now'. Their sense of chronology is very weak, with estimates of when Victoria was alive varying from '1999' to '400 years ago'. Tellingly, pupils are not aware of any Victorian buildings in the immediate locality of the school.
121. Whilst the teaching observed in individual lessons in the infants was satisfactory, the overall impact of teaching is unsatisfactory as insufficient progress is made by the age of seven. Insufficient opportunities are provided for developing enquiry and information gathering skills or for reinforcing the knowledge that is learned. Insufficient use is made of assessment information to show teachers what pupils know and can do. However, despite these shortcomings, pupils enjoy their lessons, behave well and are eager to learn.
122. The teaching of history in junior classes, however, is good and on occasions very good. Teachers have good subject knowledge and take considerable trouble to provide interesting artefacts, videos and hands-on activities. Additionally there have been visits to places of historical interest, including Eden Camp and York, and historical workshops provided in the school help pupils with their learning about Vikings and evacuation. Pupils throughout the juniors are interested in history and particularly enjoy their own research activities and outside visits. At all times they concentrate well and work very hard co-operatively in small groups.
123. Junior pupils make good progress, irrespective of sex, ethnicity or ability. Pupils in Year 3 are able to talk about their knowledge of Ancient Egypt, accurately identifying the pyramids, papyrus, which they know is made from reeds, an amulet and cartouche, although one girl mentioned 'it's quite hard to draw a King, these books don't explain things properly'. The majority of pupils use information books well and handle artefacts carefully and with interest. Year 4 pupils identify aspects of Viking civilisations, identifying the gates at York and how archaeologists could find out what people ate at the time. Year 5 pupils' books show that they have continued their earlier work on the Ancient Greeks and the Tudors. Their work is well presented and shows evidence of the development of research skills and links with other subjects in the curriculum such as geography, information and communication technology and English. Year 6 pupils studying World War 2 effectively identify possible city targets for bombing, due to the strategic importance of shipbuilding, aircraft and tank factories. No pupil, however, was able to identify a picture of St Paul's Cathedral. Good displays of writing indicate pupils' satisfactory knowledge of life as an evacuee. Other Year 6 pupils are able to produce

data sheets relating to the Battle of the Atlantic, with good links being made to numeracy and computer technology as they develop bar charts to present the information they have gained.

- 124 Leadership of the subject is satisfactory. The co-ordinator is very enthusiastic about promoting the subject and has produced a good and workable scheme. Although she monitors planning and some of the pupils work, she has not monitored the impact of teaching on pupils' learning. As a result, there remain weaknesses in the school, such as the excessive use of worksheets, lack of sufficient challenge to a few more-able pupils and lack of assessment information and its use in planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 125 Standards achieved by pupils in Year 2 and Year 6 are broadly satisfactory and are similar to those found at the time of the previous inspection. The quality and quantity of the computers available in school are much better than four years ago, the majority being located in a central computer room. Staff training has taken place and the computer room's potential as an additional teaching resource is developing well under the guidance of the subject manager and the well informed and enthusiastic technician. Standards have the potential to improve further, once the use of information and communication technology to support the skills learning is embedded into teachers' medium-term planning for other subjects. Work in information and communication technology supports other subjects but too few computers are available in classes to support pupils' independent learning. However, the regular use of laptops in classrooms has the potential to remedy this problem.
- 126 Teaching is satisfactory throughout the school. Pupils of all abilities, irrespective of gender or ethnicity make sound progress overall. In Years 1 and 2, pupils confidently use the mouse to move around the screen, process text, add letters at the start of sentences and insert words where necessary. Displays of pupils' work indicate that pupils are able to select colours and fill in patterns accurately in relation to the properties of two-dimensional shapes. Year 1 pupils confidently use laptop computers to enhance their learning in literacy. Very good levels of collaborative sharing enable learning to proceed at a satisfactory rate. Although many pupils have access to a computer at home, many less-confident pupils make good progress in their learning as the result of effective partnering with more confident classmates. This makes a good contribution to pupils' personal development.
- 127 Sound planning and clear, well-informed instructions enable lessons to proceed at a satisfactory rate. Most teachers are committed to improving provision in the subject. However, a few still lack the confidence and knowledge to teach whole-class lessons and rely heavily on the additional support of the technician. Most teachers encourage pupils' effectively, which supports pupils' learning well. In Year 5, pupils confidently prepare a database relating to a previous science experiment. Most pupils complete the activity that results in the preparation of bar charts clearly indicating that rapid exercise has an effect on heart rate. Clear, concise instructions given by the class teacher on how to prepare a database enabled sound learning to take place.
- 128 Pupils with special educational needs are very well supported by the technology technician. However, they made hesitant progress in interpreting the layout of the keyboard. Assistance given by one teacher, often intervening to correct problems for pupils, failed to build successfully on pupils' previously learnt skills in helping them work out how to correct problems themselves. Classroom displays in Year 6 indicate the regular use of information and communication technology to create stories, matching text size and font to individual needs. Using CD-ROMs, pupils confidently scanned information relating to World War 2. As they move through the school, pupils build up sound skills in using a wide range of communication equipment such as overhead projectors and digital cameras, and devise simple programs to operate a system relating to traffic lights sequencing.
- 129 Assessment is at an early stage of development. Most teachers have a shared understanding about what needs to be assessed, but pupils' learning is not currently tracked or evaluated at sufficiently regular intervals to identify those who need to refine or extend their skills. No

discernible difference was observed regarding the attainment of girls and boys and all pupils, irrespective of ethnicity or gender, had equal opportunity to participate.

- 130 The subject is well managed by the co-ordinator. Together with the technician he has developed good strategies for teaching computer technology in whole-class groups in the computer suite, and in using laptops in the classroom. There is, however, no systematic monitoring of the impact of teaching on learning. The school is aware of the need to enable pupils to use computer technology skills in other subjects. The quality and range of information and communication technology displays in most classrooms reflect the subject's developing profile. The school has a good range of software to support learning in most areas, including pupils with special educational needs. National guidelines have been adopted and additional funding is to be directed at filling gaps in the current provision of software.

## **MUSIC**

- 131 Standards are at the nationally expected level at the end of Year 2 and Year 6. This is an improvement since the last inspection. Singing has a high profile in the school and, as a result, standards in singing are above average at the end of Year 2 and well above average at the end of Year 6. Pupils enjoy music and all pupils, including those with special educational needs and those of minority ethnic origin, make satisfactory progress.
- 132 Pupils in Years 1 and 2 listen carefully to music from different cultures and are beginning to recognise how tempo affects the mood of the music, although pupils find it difficult to express themselves and do not use key musical terms when describing music heard. Pupils' singing is tuneful; they pay good attention to breathing and phrasing and, as a result of good teaching, attain well for their age. As they move through the school, pupils make good progress in their singing skills and, by the end of Year 6, they sing very effectively in four parts. Singing is joyful and expressive: pupils pay attention to dynamics and pitch and singing evokes a spiritual atmosphere in the school. Pupils' musical compositions are generally satisfactory and, increasingly, computer technology is used to support learning when pupils are able to explore different features of a program to create changes in tempo and the effects of combining sounds.
- 133 Teaching is satisfactory with some good and very good teaching of singing. Teachers follow the new scheme of work carefully and use resources well. Although the scheme provides for an increased range of activities, it has only recently been introduced and it is too soon for it to be fully embedded in practice to have had an impact on raising standards. Teachers' planning indicates that pupils are given good opportunities to perform, compose and appraise, but teachers have not recorded this work in order for pupils to compare, improve and identify progress over time. Teaching is best when teachers are confident and enthusiastic since this motivates pupils very effectively. Some staff lack confidence in teaching music and the school has planned for additional support to address this concern. In addition, the recently formed Creative Partnership, which has yet to develop, is an exciting prospect that aims to raise teachers' and pupils' skills further.
- 134 The subject is well led by a music specialist whose strength is in teaching singing. She has addressed all issues raised in the last inspection and has raised the profile of the subject in the school and the community. There are relevant plans for her to monitor and support teaching and learning and she recognises that instrumental performance and composition are areas that require development if standards are to rise in all elements of the subject.

## **PHYSICAL EDUCATION**

- 135 Pupils achieve standards that are in line with those expected nationally at the age of seven. By the age of eleven, pupils' standards are above those expected in swimming and gymnastics, whilst standards are in line with expectation in dance and games. Pupils' progress, irrespective of gender, ability, ethnicity or special educational needs, is always at least satisfactory, and is good in a significant number in junior classes. The findings of this inspection are broadly similar to those of the last inspection.
- 136 Year 1 pupils warm up enthusiastically, although this aspect is not always sufficiently rigorous to raise pupils' heart rate. They create generally effective interpretations through dance of 'Biff and Chip's bonfire', especially enjoying the final eruption of a firework. They are steadily developing good rolling, throwing and catching skills. Pupils celebrate each other's success, but they do not have sufficient opportunities to evaluate verbally the skills they are developing in order to improve. There is inconsistency in the physical education kit worn, but teachers are careful to ensure that pupils either have the correct footwear or go bare foot. In one lesson the hall floor was slippery and a potential hazard after lunchtime cleaning, but appropriate attention was given by the teacher to prevent accidents.
- 137 Pupils in Year 3 develop suitable travelling skills when forming a sequence of 2 or 3 movements. Although most of them achieve this, the quality of their movements is below expectation. They enjoy demonstrating to each other and willingly evaluate movements when given the opportunity. Other Year 3 pupils show very good ball skills as they develop their basketball techniques. They are able to control the ball well, pivot, stop, start and identify opportunities to pass the ball. Several boys have very good dribbling and travelling skills.
- 138 Pupils in Year 4 turn, jump, contract and extend their bodies and develop a shared routine with their partner satisfactorily, although they are over exuberant on occasions. They evaluate, through discussion, ways of improving high and low jumps. Pupils in Year 5 warm up vigorously with jogging and side skips, and take their pulses at rest and after exercise in order to provide data for their science experiments. This effectively enables them to consider the impact that exercise has on the heart rate and their muscles. Most pupils can dribble a hockey ball with good control and pass from 10 metres to a partner, although a number have difficulty in stopping, controlling and passing quickly.
- 139 In a very good lesson in Year 6, pupils used space in the hall well. Most could manage good quality star and tuck jumps and could mirror the movements of a partner. In pairs, all pupils developed a good three-balance sequence, while several managed to develop a counter balance movement. The quality of movement and rapport of a pupil with special educational needs and his partner was particularly impressive.
- 140 Teaching and learning in infant and junior classes is good overall, but spans the range from satisfactory to very good. The best teaching is characterised by very good subject knowledge, high expectation and consistent encouragement to pupils to evaluate their own learning. This results in clear progress in learning for all pupils throughout the lesson. Less effective lessons were also evident where teachers' limited subject knowledge resulted in insufficient challenge for pupils, too much spoken direction and too little opportunity for pupils to develop their skills. All teachers have good class management skills which, combined with the high enthusiasm of the pupils, results in uniformly enjoyable lessons. Pupils are exceptionally well behaved and are respectful to each other and their teachers.

- 141 All pupils have good opportunities to learn to swim through a well thought out timetable. Although no lessons were observed in the inspection, evidence indicates that there are good standards in swimming, with the school reporting that 75 per cent of last year's 11-year-olds could swim 25 metres or more, and most of the remainder could swim at least 10 metres.
- 142 The enthusiastic co-ordinator provides good leadership in the subject, although he does not yet monitor teaching and learning in lessons. He is continuing a long school tradition of active participation in local schools' competitions in soccer, cricket and athletics; much evidence of past successes and present activities are displayed around the school. This is supplemented by a good quality portfolio of photographic evidence. Extra-curricular clubs are organised for girls and boys in soccer and cricket, although these arrangements are focused on junior pupils. Good links are held with local professional sports clubs, with closer links created with the local Sports College. The school has good facilities and resources. The resurfaced and marked playgrounds, the school field and the school hall are all used well by the staff to improve standards and pupils' learning. The school is clearly poised to raise its standards further in physical education.

## **RELIGIOUS EDUCATION**

- 143 The school has maintained the satisfactory standards reported in the previous inspection. All pupils, including those with special educational needs and those of minority ethnic origin, are attaining levels expected in the locally agreed syllabus at the end of Years 2 and 6. Their attainment is satisfactory in relation to their abilities on entry to the school in Year 1.
- 144 Pupils make satisfactory progress in the infant classes and, by the end of Year 2, most pupils understand how different special occasions are celebrated in the Christian and Islamic faiths and can recount some of the key stories and events. They recognise that Christians believe that Jesus is the Son of God and know that Allah is the name given to God in the Islamic faith. Pupils have listened to some of the key stories within these faiths and recognise that, for example, through the Parable of the loaves and the fishes, Jesus was teaching about caring and sharing. They also recognise that Muhammad taught people to be kind and to share. Much of the work set has not challenged pupils to recognise that these are common themes within these faiths or to consider how these values in simple terms influence the lives of believers. Pupils are encouraged, however, to respect the differences of opinion and belief.
- 145 Progress improves in junior classes and, although standards are only satisfactory overall, a high proportion of pupils have a better understanding of the concepts being studied. Teachers in junior classes are increasingly challenging pupils to reflect upon what they can learn from the different faith studies and how these can influence the lives of believers. They approach the subject sensitively and, as a result, pupils show an increasing interest and respect for each other's beliefs. Pupils have a good knowledge of the six main faiths studied and are beginning to use key vocabulary with understanding. Because of the recent change of focus within teachers' planning, pupils increasingly ask relevant and important questions. When studying the Ten Commandments, for example, pupils compared aspects of their own experiences to those of others and began to make links between religious and personal values and commitments, such as realising that they did not want to let their friends down by behaving badly.
- 146 The quality of teaching is satisfactory in infants; it is good in juniors where most teachers challenge pupils through a varied use of teaching strategies. All teachers in the school are respectful of pupils' different faiths and, as a result, pupils of all faiths recognise that they are valued. In weaker lessons, the use of worksheets does not challenge pupils and there are



missed opportunities to extend learning through discussions, research or writing in a variety of styles. Marking of pupils' work does not always support pupils' learning by reflecting or commenting upon the religious learning objectives and concepts studied. In some of the better lessons, pupils are encouraged through role-play or discussion to consider the issues being studied. Teachers do not accept unsatisfactory one-word replies to questions and continually challenge pupils to reflect and answer at length in order to extend and clarify their thinking. This supports pupils' religious knowledge and understanding well and promotes pupils' moral and social development, as pupils begin to make links between religious values and their own attitudes and behaviours. This was evident, for example, in work undertaken relating to Mother Theresa, where teachers challenged pupils to consider what belonging to a faith really involves and how some aspects can be difficult and involve moral dilemmas.

- 147 Leadership in the subject is good. The co-ordinator has addressed all issues raised in the previous inspection and has improved the balance of curriculum planning; as a result standards are now rising. Recently introduced assessment procedures are clear and manageable and the portfolio of work gives good guidance to teachers. However, assessments have yet to be used more carefully to guide teachers' planning. Monitoring of pupils' learning has yet to be developed to ensure that teaching is consistent. The subject makes a good contribution to pupils' spiritual and cultural development.